

What will happen to penguins and other Antarctic animals: evidence of climate change in Antarctica from a marine perspective

Detailed Syllabus-- Master Class #4

October 25- 28, 2015

1. Complete the pre-survey (in "Files" in online discussion group) Oct. 25-28, 2015

October 28-November 4, 2015

2. Post a one-page reflection about the webinar (either live or recorded version) in the discussion group. Include reactions to the science/communication content as well as your thoughts on how you might use the activity, *Fishing for Krill*, with your audience.

3. Download and read the article "Stressed Out: researchers investigate ocean acidification effects on Antarctic krill" by Peter Rejcek, Antarctic Sun editor.

<http://antarcticsun.usap.gov/science/contenthandler.cfm?id=4040>

Post a comment about how this article is applicable to you as an educator or researcher and how the information supports the *Fishing for Krill* activity (in "Files" in online discussion).

November 5-14, 2015

4. Read the *Jenga Food Web* activity in "Files."

Post a reflection:

--How could this activity be used with different audiences?

--How could it be used in different settings? (zoos, camps, classrooms; auditoriums; outdoors; etc.)

5. Read the article *English Communication for Scientists: 4.3 Delivering your oral presentation* (in "Files" in online discussion group).

<http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118520916#bookContentViewAreaDivID>

Post a reflection:

--How do the hints in this article resonate for you in your professional experience?

--Whether you are a non-native English speaker or not, this article gives some good advice for oral presentations. Which points will you put into practice in the future, or which ones do you feel you are already using?

November 15-19, 2015

6. Complete the post-survey (in "Files" in online discussion)